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PROGRAM PERFORMANCE EVALUATION PLAN

Kathy Hebbeler • October 6, 2020

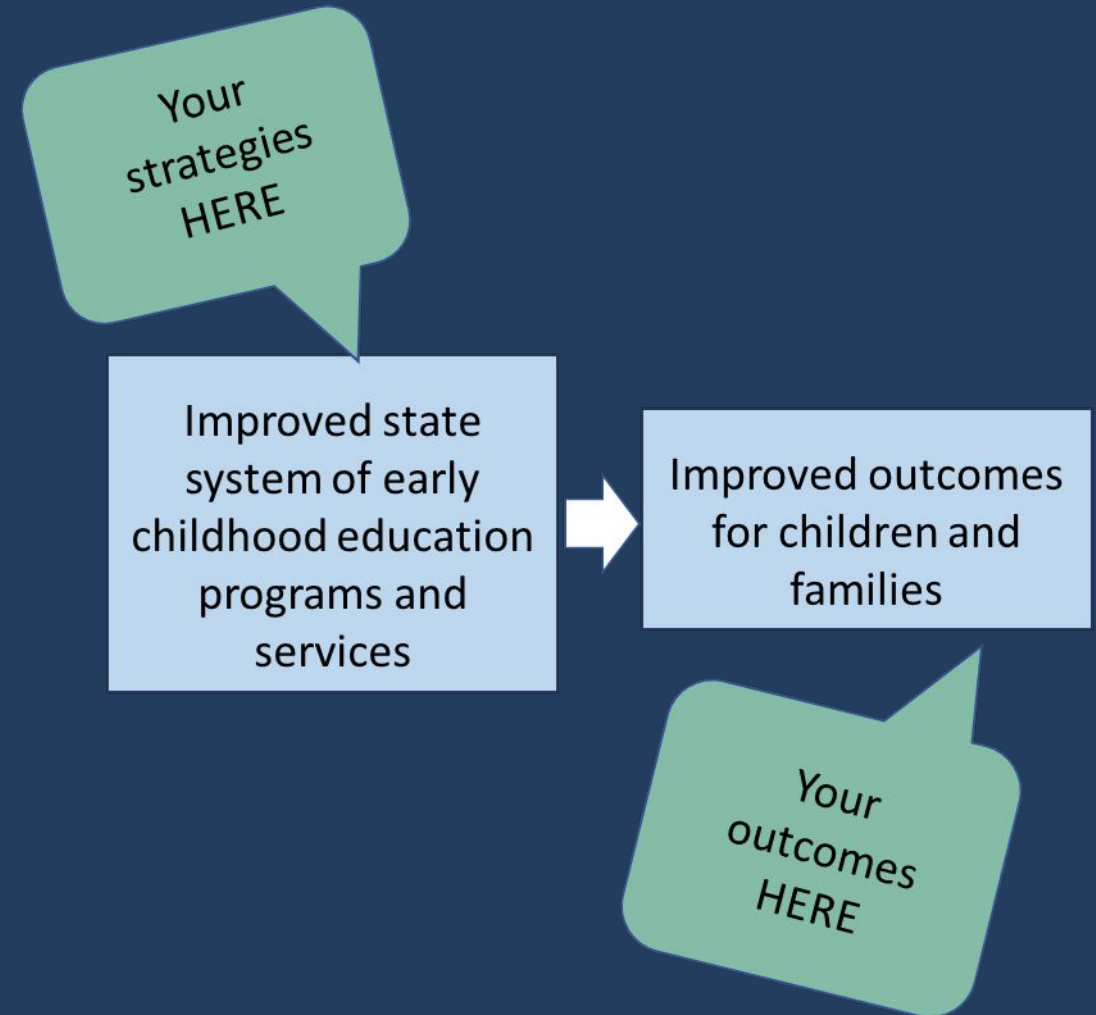# OBJECTIVES FOR PROGRAM PERFORMANCE EVALUATION PLAN (PPEP) WEBINAR

- Provide an overview of some of the key components of the PDG B-5 PPEP

- Describe some of the challenges and possible solutions to developing a high-quality PPEP and implementing a high-quality PPE

WHAT IS PROGRAM PERFORMANCE EVALUATION?

- Ongoing self-assessment of progress toward goals in your strategic plan

- Provides information to support continuous quality improvement

Your strategies HERE

Improved state system of early childhood education programs and services

Improved outcomes for children and families

Your outcomes HERE

BASIC QUESTIONS ADDRESSED BY A PPE

- (To what extent) Did we carry out the activities in our plan as intended?

- (To what extent) Did our activities accomplish what was intended?
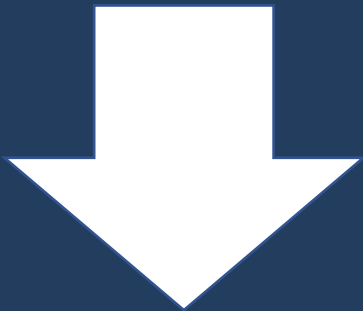
- Ultimately, did this make a difference for children and families?

KEY PPEP CONCEPTS

- Alignment
- Useful to your state
- Drive improvement
- Living document
- Sustainable

SOME REQUIREMENTS FOR PPEP AND PPE

- Questions/aims/objectives
  - Align with strategic plan, overall goals

- Logic model

- Inputs, activities, outputs, short- and long-term outcomes

- Indicators and metrics

- Data sources
  - New data – how to collect, how to manage
  - Existing data/administrative data – Maximize

- Analysis and reporting

- Use findings for continuous improvement

LOGIC MODELS

- Graphic that shows how a program/initiative/strategy/ activity is expected to bring about change

- Shows logical relationships among resources invested, activities implemented, and expected benefits.

- Critical for program planning – and also evaluation planning

SOME OF THE PDG B-5 LOGIC MODELS

Activities	Outputs	Short term Outcomes	Long term Outcomes
Very long list of activities here	Very long list of outputs here	Very long list of outcomes here	Very long list of outcomes here

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PROBLEM WITH THE "LONG LIST" PRESENTATION

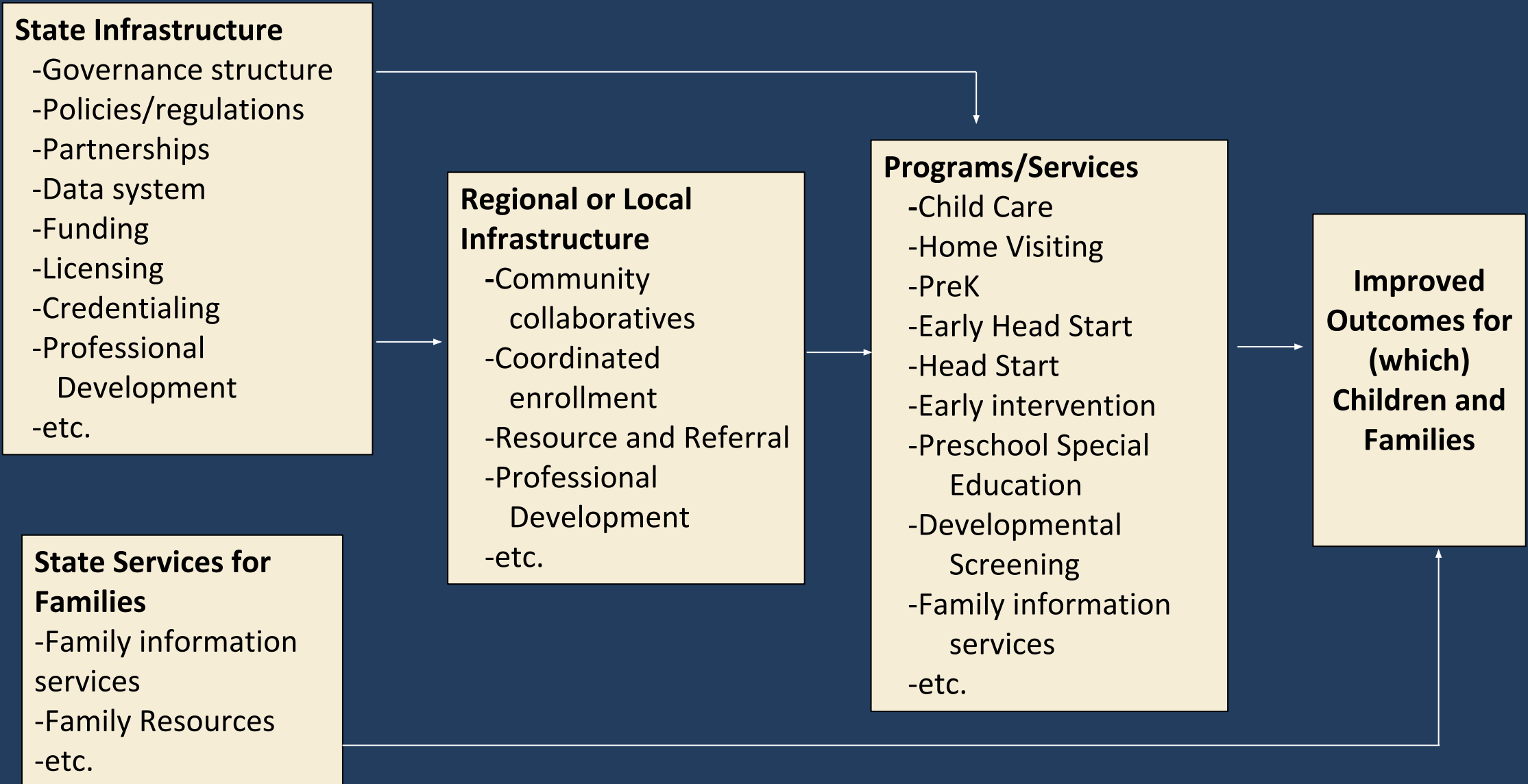| Activities	Outputs	Short term Outcomes	Long term Outcomes
1.	1.		
2.	2.	1.	1.
3.	3.	2.	2.
4.	4.	3.	3.
5.	5.	4.	4.
6.	6.	5.	
7.	7.	6.	
	8.		
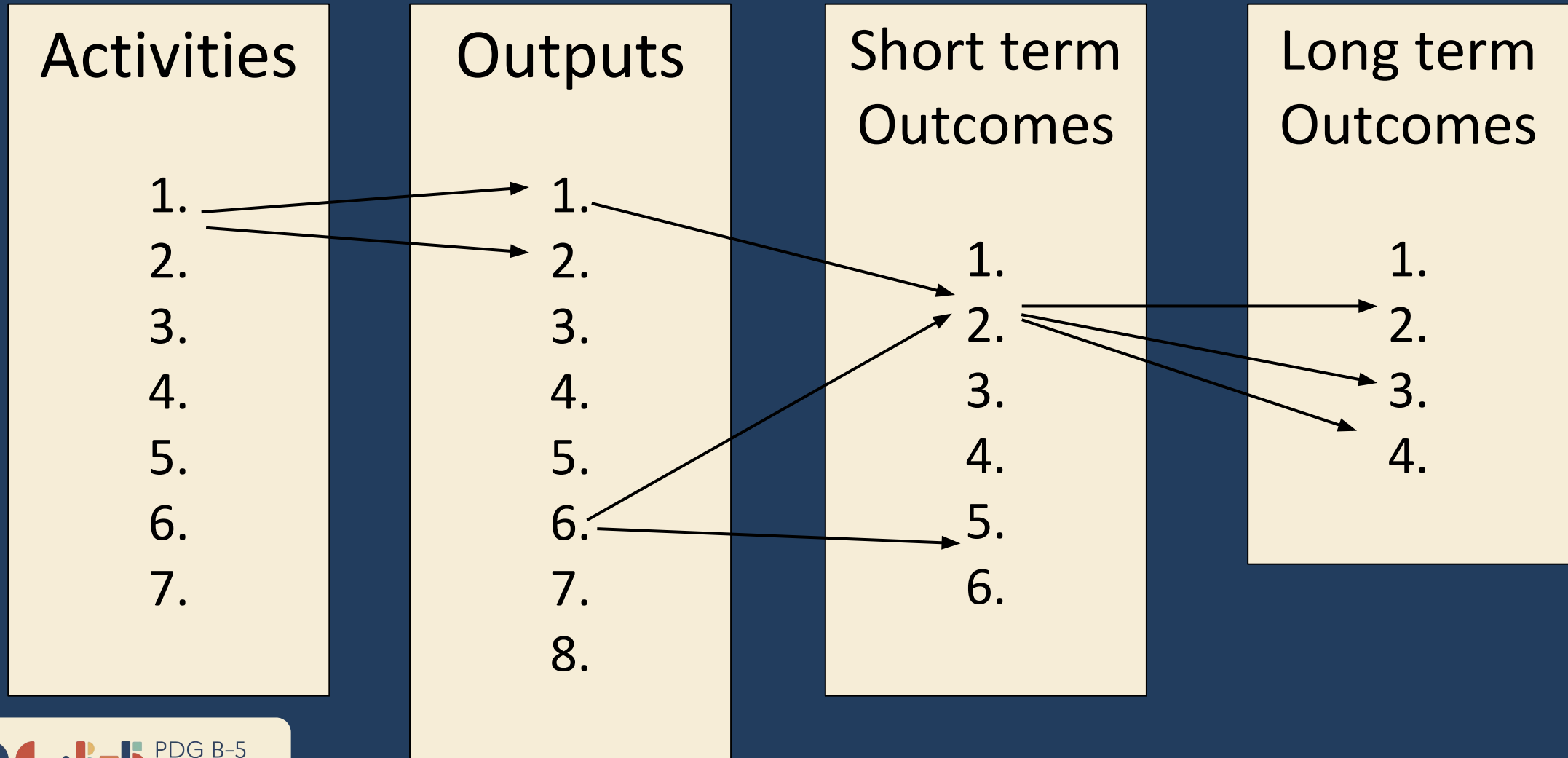
DIFFERENT CONCEPTS OF A STATE ECE SYSTEM

State [level] infrastructure

- Collaborative partnerships
- New policies
- ECIDs
- Governance structure
- New credentials
- MOUs

Statewide System of Services

- More infant toddler care
- More programs participating in QRIS
- More home visiting programs
- More developmental screening

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State Infrastructure
  -Governance structure
  -Policies/regulations
  -Partnerships
  -Data system
  -Funding
  -Licensing
  -Credentialing
  -Professional
    Development
  -etc.

State Services for Families
-Family information services
-Family Resources
-etc.

Regional or Local Infrastructure
  -Community
    collaboratives
  -Coordinated
    enrollment
  -Resource and Referral
  -Professional
    Development
  -etc.

Programs/Services
  -Child Care
  -Home Visiting
  -PreK
  -Early Head Start
  -Head Start
  -Early intervention
  -Preschool Special
    Education
  -Developmental
    Screening
  -Family information
    services
  -etc.

Improved Outcomes for (which) Children and Families

State Infrastructure
  -Governance structure
  -Policies/regulations
  -Partnerships
  -Data system
  -Funding
  -Licensing
  -Credentialing
  -Professional
    Development
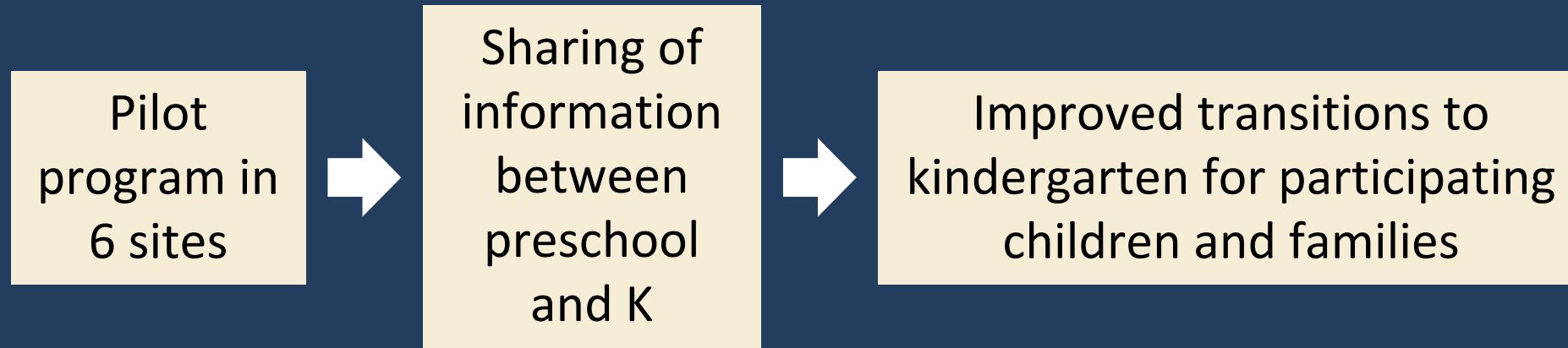 -etc.

Something happens

Programs/Services
  -Quality improves

Improved Outcomes for (which) Children and Families

EXAMPLE FOR TRANSITION

Pilot program in 6 sites → Sharing of information between preschool and K → Improved transitions to kindergarten for participating children and families

- A different logic model is needed to display the logic and guide the evaluation for different activities
- Each could have different numbers of boxes (intermediate) outcomes) depending on the activity

- Multiple logic models are needed to display the logic and guide the evaluation when the strategic plan has multiple activities.

- Many will likely have with different outputs, different short and intermediate outcomes, and possibly even different long term outcomes.

THE HUMPTY DUMPTY CHALLENGE

IDENTIFYING AN ACTIVITY FOR PPEP

- An activity of PPEP is what your state implements/carries out/puts in place to achieve a goal/long term outcome
- Something an entity or a person does (or can fail to do)
- Need to be able to articulate your activities to be able to report on your progress
- Not all of the PPEPs presented their activities.

(To what extent) Did we carry out the activities in our plan as intended?

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WHICH OF THESE IS AN ACTIVITY?

- Maximize parent and family knowledge, choice, and engagement concerning their child's early learning and development
- Facilitate coordination between school systems and local community-based programs
- Conduct outreach to potential partners
- Provide coaching and professional development
- Analyze current funding allocations and expenditures and assess alignment with strategic plan priorities
- Develop and implement a preservice apprenticeship model

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OUTPUTS VS. OUTCOMES

Outputs

Immediate and direct results of program activities

- What services were delivered?
- What products were produced?
- **Expected to lead to an outcome but are not the outcome**
- Examples:
  - Number of trainings provided
  - Number of teachers who attend the training
  - Number of home visits provided
  - This webinar

Outcomes

Changes in systems or people to be achieved through activities

- State infrastructure
- Quality of the service
- Access to services
- Child or family skills and capacity
- Examples:
  - Data in ECIDS used for program and policy decisions
  - Effective collaboration across state agencies
  - More children have access to a licensed EC program
  - More programs in the highest tier of QRIS
  - All children enter K with expected level of skills

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INDICATORS

- Evidence for the output or outcome

- Usually begins with "Number of…" or "Percent of…"

- CREAM for good indicators:
  - Clear: Precise and unambiguous
  - Relevant: Appropriate to the output/outcome
  - Economic: Available at reasonable cost
  - Adequate: Provides a sufficient basis from which to assess costs
  - Monitorable: Amenable to independent evaluation

(from Kusek & Rist, 2004)

EXAMPLES OF INDICATORS

- # and type of participating programs
- # and demographics of families receiving services
- # of MOUs
- % of blended, braided, and layered funding
- # of individuals on waits lists for EHS and HS programs
- # of referrals received by providers
- % of children with one screening before kindergarten

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ARE THESE INDICATORS AND OUTCOMES ALIGNED?

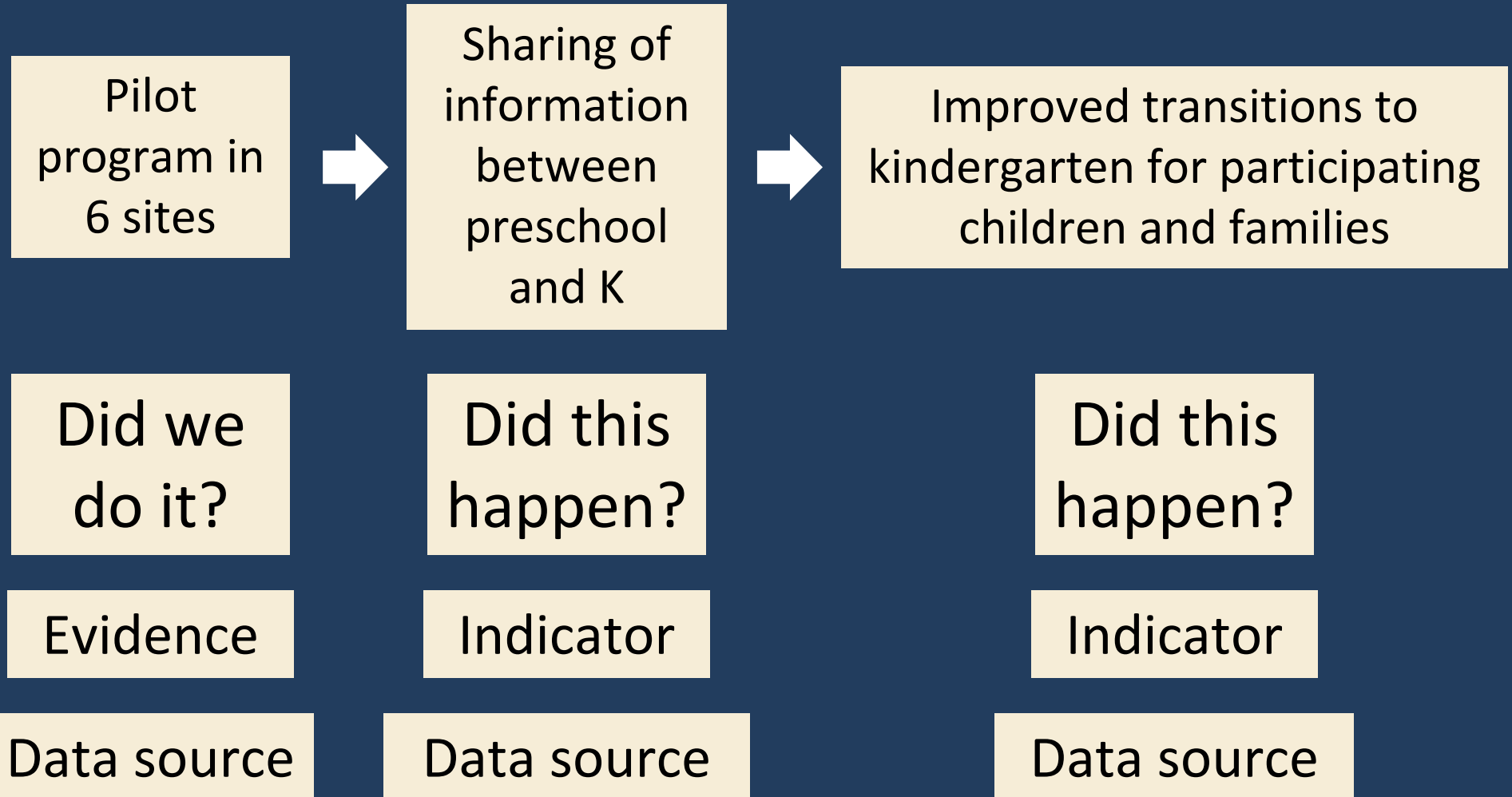| Outcome	Indicator
Stakeholders have access to community resource maps	Community resource maps
Involvement of partners has been formalized	# of MOUs developed
Service providers deliver programs with fidelity and quality	Dosage and duration of service delivery
Service providers use best practices around trauma-informed care	% of providers who have knowledge of best practices
Families and providers are satisfied with information provided in the resource directory	# of resource directory searches

DATA SOURCES - OPTIONS

- Existing administrative data
  - 801 data (child care)
  - Education data
  - Special education data
  - Head Start data
  - Licensing – people, programs
  - Credentials
  - Work force registry

- Enhancing administrative data
  - Integrated data/ECIDS
  - More data elements
  - Improved data quality

- One (two?) time data collections
  - Focus groups

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Pilot program in 6 sites → Sharing of information between preschool and K → Improved transitions to kindergarten for participating children and families

Did we do it?	Did this happen?	Did this happen?
Evidence	Indicator	Indicator
Data source	Data source	Data source

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DATA SOURCE?

	Data Source
% of stakeholders have access to community resource map	
# of MOUs developed	
# of individuals on waits lists	
% of providers who have knowledge of best practices	
# of resource directory searches	

EXISTING DATA OR NEW DATA?

Indicator	Data Source
Proportion of children participating in a licensed EC program	State data
Number of programs in the highest tier of QRIS	State data
Number of teachers implementing curriculum X with fidelity	Fidelity measure/classroom observation
Number of children entering K with expected level of skills	KEA data
% of families who have knowledge of where and how to access ECE	Family survey

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DATA – SOURCES AND QUANTITY

- Maximize use of existing data

- Be intentional in opting for new one-time data collections

- Don't collect more evidence or more complicated evidence than you need
  - The evidence for some things is straightforward
  - The "reasonable person test"
    - What evidence would a reasonable person need?

- No need to measure everything

- Make judicious choices

Use your resources to build state capacity to engage in continuous learning after PDG B-5

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ADDRESSING COMPLEXITY

- Multiple goals, multiple activities, multiple indicators, multiple data collection strategies – oh my!

- Essential to be able to communicate extent of implementation and outcomes achieved to stakeholders

- Break it in to digestible pieces

- Don't collect/report more data than you need

"The more an organization measures, the more unhelpful data it will generate and the more its operations will be gummed up by such activities."

(*Working Hard & Working Well*, Hunter, 2013)

KISS applies here

The Three Bears Solution

HOW MUCH EVIDENCE IS NEEDED?

Activity	Evidence?
Produce a cross-systems plan for increased equitable access to target populations	Completed cross state plan
Convene statewide advisory group	Number and type of stakeholders participating on the statewide advisory group
Develop an ECIDS	# of agencies and partners with data sharing agreements # of partners who contribute data # of children participating in more than one early childhood program # and demographic profile of children in early childhood program

ADDRESSING EQUITY IN PPE QUESTIONS AND ANALYSIS

- Meaningful disaggregation
  - Programs and services
    - Which children/families are participating? Receiving services?
    - Which are not?
    - Is the program/service reaching its intended recipients?
  - Outcomes
    - Are the good outcomes equally distributed?
    - Who is benefitting? Who are we missing?
- Using data for improvement
  - If the answer is not what we want, how do we adjust our strategy/activity?

Improved Outcomes for (which) Children and Families

QUESTIONS?

POLL: TOPICS FOR TA

- Logic models
- Developing Indicators (meaningful, aligned)
- Using administrative data in your evaluation
- Collecting and managing new data
- Data analysis
- Reporting/Communicating findings
- Engaging and communicating with stakeholders
- Other (please write in chat)

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POLL TOPICS: PREFERRED FORM OF TA

- Work Group(s) – Facilitated small community of individuals who work and learn together on a common issue for a limited period of time

- Workshops – Series of calls (2 to 5) focused on skill building. Will likely include pre-work before the call and practice activities during the calls

- Office Hours

- Individualized TA for my state

- Other

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